



# NOBLE PARK PS

June 2026

## Noble Park Primary School - Vision

**We aspire to create an inclusive school community that embraces opportunity, and inspires individuals to collaborate, learn and achieve.**

### Noble Park Primary School - Values

<b>Be Responsible</b>	We own our choices and our behaviour.
<b>Be Safe</b>	We look after each other through the choices we make.
<b>Be Respectful</b>	We accept each other for who we are.
<b>Be Kind</b>	We use our words and actions to show we care.

### LEADERSHIP ARRANGEMENTS FOR TERM 3

I am writing as a reminder to parents and carers that I am taking personal leave for 10 weeks, from **6 July to 11 September**. During this time, the Department has appointed Carly Jamar to the role of Acting Principal. This arrangement has been put in place to ensure continuity of leadership and to support the school's ongoing work with minimal disruption.

Carly is a highly experienced school leader who has previously served as an Acting Principal in a larger school with a similar context. She brings strong leadership experience and a clear commitment to supporting positive outcomes for students, staff and the wider school community. I am confident the school is well placed to continue its important work during this period, and I thank you for your ongoing support.

Jodie Pyman  
Principal

### RESPECTFUL SCHOOL COMMUNITIES START WITH RESPECTFUL BEHAVIOUR

Schools are positive places of learning where everyone has a right to a safe and healthy learning environment. Schools are also workplaces, and school staff deserve to work in an environment where they don't feel threatened or unsafe. Our mutual objective is to support your child's education.

To do this, we ask that feedback and complaints are both constructive and respectful. Parents are reminded to follow the [school's complaints policy](#) or process or the [Department's Complaints Policy](#) if you wish to raise any constructive and respectful feedback.

## Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are **not** okay in our school community:

- ❖ Threats
- ❖ Harassment
- ❖ Aggression
- ❖ Violence
- ❖ Discriminatory and derogatory comments
- ❖ Intimidation
- ❖ Rudeness
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- ❖ Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online.

For more information ask your school about the **Respectful Behaviours within the School Community Policy**.




## SHARING OUR LOVE OF LEARNING IN THE SENIOR LEARNING HOUSE

The Senior Learning House has been immersed in a book study of *Bindi* by Kirli Saunders, a verse novel that follows a young Aboriginal girl as she explores identity, family, friendship, and connection to Country. Throughout the text, students have discussed themes of belonging, resilience, and culture while examining the author's use of poetic language. *Bindi* has also helped students develop an understanding of the impact of natural disasters on the environment and communities. Students are demonstrating their learning by writing informative texts about traditional Aboriginal fire management practices.

In Mathematics, students have been developing their understanding of fractions and decimals by comparing, ordering, and converting between them through a range of problem-solving activities. They have also explored the properties of 3D shapes, identifying features such as faces, edges, and vertices. Each lesson begins with a Daily Review, helping students revisit and consolidate previously learned concepts while building confidence and fluency in their mathematical skills. Students have also enjoyed participating in a variety of mathematical games designed to strengthen their fluency and confidence.

Each week, students have participated in engaging hands-on topic sessions, creating simulations of natural disasters and producing artwork that reflects the impact of bushfires. These activities have provided valuable opportunities for students to deepen their understanding through creativity, inquiry, and collaboration.

## SHARING OUR LOVE OF LEARNING IN THE ARTS

Term 2 has continued to be a very busy and productive time in the Art Room. Foundation -Year 3/4 were introduced to French Artist Henri Matisse and in particular, his 'Painting with scissors'. Collage style. Each Year Level had a different inspiration and focus.

After watching the story, 'Henri's Scissors' by Jeanette Winter, Foundation students began with the challenging use of scissors to create their own Organic shapes just like Matisse without drawing them first. Later they used Matisse style Stars and Seaweed shapes as inspiration to create their own to combine with their first organic shapes to develop individual 'Painting with Scissors' collages.



Year 1/2 students were inspired by the story 'A Bird or Two', A story about Henri Matisse. They drew Matisse style Designs first, then used Aluminum Foil & wire to create mini Matisse sculptures that were then mounted onto wood scrap bases. Mini collages were also created, focusing on a feature shape on a contrasting coloured background. Students learnt that Matisse was part of a group of Artists known as 'Les Fauves' or 'Wild Beasts'. They were called this because of their rejection of realistic colours for bold, vibrant, unnatural hues applied directly from the paint tubes.

Tate Gallery, London program for kids, became the starting point for Year 3/4 students to 'meet' Artist Henri Matisse and his remarkable and varied artworks. Students focused on large Organic shapes, Positive and Negative spaces, Background and Foreground, areas of Emphasis and Composition. They practiced Matisse style Seaweed shapes and experimented with a variety of Matisse style Birds. They considered placement of these shapes and learnt that they looked best when they overlapped and layered one another. Another concept was learning how to use the off cut shapes to enhance the overall composition. In true Matisse style, every shape was a different vibrant colour.

Year 5/6 students looked at 15<sup>th</sup> Century famous portraits as a starting point, then used pared back faces of the famous portraits to transform into modern day 21<sup>st</sup> Century Lined Portraits. They used an inspiration sheet of 54 patterns to create a variety of Lines, Patterns & Shapes in Black pen to provide contrast between the subject, their clothing and the Background. Students then learnt to present their portraits in coloured paper Frames that they had to measure to fit to size.

Students of all levels learnt a multitude of different Art Language which they were encouraged to use in oral discussions, 'I can' sentences and 'Artist Statements' in their Visual Art Diaries.



## THE IMPORTANCE OF SCHOOL ATTENDANCE EVERY DAY COUNTS!

Regular school attendance plays an important role in your child's learning and wellbeing. Being at school every day helps students stay on track with their learning, develop friendships, and benefit from the routines that support their growth and development. When students miss school, even for short periods of time, it can make it harder for them to keep up with their peers and achieve their full potential.

We understand at times absences are unavoidable due to illness or other valid reasons. However, we encourage you to prioritise your child's attendance and ensure they are present at school whenever possible.

Arriving on time is equally important as it sets the tone for the rest of the day. When a student arrives on time to school, they start the day right and settle into their daily routine. They participate in morning activities and receive important information for the day.

An illustration of a classroom scene. A teacher is standing at the front, pointing to a whiteboard that displays the alphabet (Aa Bb Cc Dd) and numbers (2 3 4 5 6 7 8). Several students are seated at desks, some holding books or papers. One student is holding a book with the Japanese characters '日本語' (Nihongo) on it. The scene is set in a classroom with a window showing a view of a school building and a playground.

**Every day counts**

Missing **one day per fortnight** adds up to missing **four weeks** of school a year.

[vic.gov.au/education](http://vic.gov.au/education)

## **FUTURE ENROLMENTS AT NOBLE PARK PRIMARY SCHOOL**

If you have a child who will be starting Prep in 2027, please visit or call our office to organise an interview with one of our leadership team members. This process helps us get to know your child so that we can support them to transition to school.

If you know of a family who is wanting to join the Noble Park community in 2026, please encourage them to call the office to organise a school tour. Details about the Foundation enrolment process can be found here. [Starting Foundation in 2027](#)

### **2026 Victorian School Term Dates**

**Term 1:** 27<sup>th</sup> and 28<sup>th</sup> January (Teachers) / 29<sup>th</sup> January (Students) to 2 April

**Term 2:** 20 April to 26 June

**Term 3:** 13 July to 18 September

**Term 4:** 5 October to 18 December

### **2026 Noble Park Primary School Student Free Days (no school for students)**

**Term 1:** Tuesday 27<sup>th</sup> and Wednesday 28<sup>th</sup> January 2026

**Term 2:** Monday 25<sup>th</sup> May 2026

**Term 3:** Monday 10<sup>th</sup> August 2026